

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Mrs. Kathleen Ratliff (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Saint Joseph’s High School (As it should appear in the official records)

School Mailing Address 1441 North Michigan Street (If address is P.O. Box, also include street address)

South Bend Indiana 46617-1198 City State Zip Code+4 (9 digits total)

Tel. ( 574- 233-6137) Fax ( 574-232-3482)

Website/URL www.Saint JoeHigh.com Email kratliff@stjoe.k12.in.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Date February 20, 2003 (Principal’s Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Mrs. Barbara Jemielity, Associate Superintendent (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Fort Wayne – South Bend Tel. ( 260-422-4611 )

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date February 20, 2003 (Superintendent’s Signature)

Name of School Board President/Chairperson Mrs. Michelle Shakour

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date February 20, 2003 (School Board President’s/Chairperson’s Signature)

## **PART II - DEMOGRAPHIC DATA**

### **DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ TOTAL

2. District Per Pupil Expenditure: \_\_\_\_\_  
 Average State Per Pupil Expenditure: \_\_\_\_\_

### **SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 2 Number of years the principal has been in her/his position at this school.  
2 If fewer than three years, how long was the previous principal at this school?  
 5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>				<b>7</b>			
<b>1</b>				<b>8</b>			
<b>2</b>				<b>9</b>	90	97	187
<b>3</b>				<b>10</b>	112	75	187
<b>4</b>				<b>11</b>	101	85	186
<b>5</b>				<b>12</b>	92	75	167
<b>6</b>				Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>727</b>

6. Racial/ethnic composition of the students in the school:
- 92.5 % White
  - 3.2 % Black or African American
  - 1.6 % Hispanic or Latino
  - 2.7 % Asian/Pacific Islander
  - 0 % American Indian/Alaskan Native

**100% Total**

7. Student turnover, or mobility rate, during the past year: 3.3 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	24
<b>(4)</b>	Total number of students in the school as of October 1	727
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.033
<b>(6)</b>	Amount in row (5) multiplied by 100	3.3

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 3.6 %

26 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{8.4}{61}$  %  
 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>    </u> Autism	<u>  1  </u> Orthopedic Impairment
<u>    </u> Deafness	<u>    </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>  59  </u> Specific Learning Disability
<u>  X  </u> Hearing Impairment	<u>  1  </u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>  1  </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>  1  </u>	<u>  4  </u>
Classroom teachers	<u>  37  </u>	<u>  11  </u>
Special resource teachers/specialists	<u>  6  </u>	<u>  2  </u>
Paraprofessionals	<u>    </u>	<u>    </u>
Support staff	<u>  10  </u>	<u>  2  </u>
Total number	<u>  54  </u>	<u>  19  </u>

12. Student-“classroom teacher” ratio:   16-1  

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96.4 %	95.0 %	96.3%	95.8%	96.3%
Daily teacher attendance	96%	96%	96%	96%	96%
Teacher turnover rate	20%	32%	25%	27.5%	40%
Student dropout rate	.1	0	.1	0	0
Student drop-off rate	2.0	1.2	1.6	1.3	1.1

14. (*High Schools Only*) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	<u>167</u>	
Enrolled in a 4-year college or university	83	%
Enrolled in a community college	10	%
Enrolled in vocational training	3	%
Found employment	3	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	1	%
<b>Total</b>	<b>100</b>	<b>%</b>

## **PART III – SUMMARY**

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Saint Joseph's High School in South Bend, Indiana is a college preparatory school dedicated to Catholic education and academic accomplishment in a supportive environment, which respects the dignity of all individuals and fosters leadership, service and life-long learning. Saint Joseph's was founded in 1953 and is one of four Catholic high schools in the Diocese of Fort Wayne-South Bend. Saint Joseph's is situated in a mainly urban area and is adjacent to the University of Notre Dame, Holy Cross College and Saint Mary's College.

Our school population is not as diverse as the South Bend city proper is, because we enroll students from Mishawaka, Granger, New Carlisle and several Michigan cities and towns as well, affecting the makeup of our school population. In 2001-2002 Saint Joseph's enrollees were 91% white, 3.1% Black, 1.5% Hispanic and 3.0% Asian. That breakdown has remained fairly consistent the last few years.

South Bend has changed from a primarily industrial community to a service-oriented area. Approximately 63% of families sending their children to Saint Joseph's have family incomes at or above \$60,000 a year contrasted to South Bend, which has a median income of \$29,576.

Saint Joseph's is a college preparatory school, and as such, approximately 86% of our graduates go on to four-year colleges, 10% to two-year colleges and 3% to technical schools. About 1% enters the workforce or military after graduation from high school. Our graduation rate remains constant with 99.4% to 100% graduating each year. In the Class of 2002, 85.7% pursued Core 40 requirements and 30% of this graduating class earned Academic Honors Diplomas. The Class of 2002 earned a total of \$2,808,994.00 in scholarship monies.

Saint Joseph's High School offers AP, Honors, College Preparatory B and College Preparatory A classes; additionally Learning Strategies, Basic Skills, is offered. Fifty five percent of all students participate in IHSA sports while 43% participate in intramural sports. Most students are involved in two to four extracurricular clubs or service organizations.

Our parent community is also involved in many ways such as Saint Joseph's High School Board of Education, Alumni Association, Athletic Boosters Club, Music Boosters Club, Parents Group, Auction, Work for Saint Joe, World of Work, and as resource consultants.

Our Catholic identity is important to us in strengthening our faith and in creating a safe and supportive school environment with dignity for all. We encourage our students to embrace volunteerism and offer a number of opportunities for Christian Service throughout the year. We foster mutual respect among students of various ethnic and racial backgrounds as we work with them to achieve their full potential as educated Christian adults who will lead and serve well in their respective communities.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **Private Schools**

**1. Report the school's assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested using either state tests or assessments referenced against national norms at a particular grade.**

Saint Joseph's High School does not have significant subgroups to disaggregate testing data. We have a significant number of students with learning difficulties including a student with Muscular Dystrophy. However, there is no subgroup making up 10% of our student body. We do not exclude any students from our statistics because our mission is to educate every student and facilitate their progression to the next academic level, college. Saint Joe has a successful record in this respect. We have refined our curriculum to address the needs of every student enrolling.

We encourage all students to take the SAT and provide untimed tests for those students with Individual Education Plans, IEPs, stating the need. Saint Joseph's High School's mean SAT scores are not higher than the National and State of Indiana mean scores, because 99% of our students take the SAT and we include all students in our mean score.

Saint Joseph's state assessment, the ISTEP+ test, is administered to all sophomores with no subgroup eliminated from our data. Students with IEPs are given the appropriate extra time and while some require more than one opportunity to pass the test, they are eventually successful. Even with total inclusion, Saint Joseph's continues to score in the top 10% of Indiana schools on the statewide assessment.

### **For Public and Private Schools**

**2. Show in one -half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.**

Saint Joseph's High School uses assessment data to understand and improve student and school performance by analyzing and discussing the test results during Accreditation Steering Committee, Curriculum Committee, Faculty and Academic Department meetings. Each of these groups participated extensively in a self-study driven primarily by assessment data to develop the school's improvement plan. After thoroughly dissecting the data, school improvement goals were chosen to reflect the areas of highest concern. Strategies and interventions were designed to enable the school community to address the defined needs and to aid students in improving specific skills to enhance their performance.

The school is engaged in an organized, continuous improvement process that focuses on learning. Annually the faculty reviews the ISTEP+ test results to designate strengths and weaknesses and to identify the students who require additional instruction. After specific students are identified with areas of academic needs, the teachers of their classes make a concerted effort to help the students become proficient. These students are offered supplementary classes to enhance their skills enabling them to achieve higher levels of success. Faculty are encouraged to use a variety of methods in order to address various learning styles. All faculty recognize their responsibilities for influencing student success.

**3. Describe in one -half page how the school communicates student performance, including assessment data, to parents, students, and the community.**

Saint Joseph's High School communicates student performance, including assessment data, to parents, students and the community through a variety of media. The local newspaper, the diocesan newspaper and the school's newsletter, *Soundings*, are used as a means of communication for articles highlighting the successes of students. Honor rolls are published each quarter in *Soundings*. ISTEP+ Test results are mailed to the parents with a letter congratulating them and their student(s) on passing or with information

concerning the opportunities for help if the student(s) did not pass. The PSAT results are given to the sophomores and juniors to share with their parents. The Saint Joe community highlights student success daily on the student produced news show.

When the entire school is assembled at Mass, students who have received awards such as National Merit Semifinalist and Finalist status, Scholastic Art Awards, National Teachers of English Writing Awards, and our own Saint Joe Scholars, students attaining a G.P.A. of 4.0 or higher for seven semesters, are recognized. Students are recognized each spring for their academic achievements at our annual Honors Convocation. In addition to the major awards, including scholarships, each discipline chooses students from their classes to be recognized for outstanding academic work. Student athletes are also promoted for their achievement as academic all stars in the local community and the state.

**4. Describe in one-half page how the school will share its successes with other schools.**

Saint Joseph's High School shares its successes with feeder schools by sending the standardized test results of their former students allowing for interpretation to aid in their own school improvement process. Honor Rolls and communication of other awards won by their former students are sent to the schools. We provide the elementary schools with a school profile listing all pertinent statistics and a copy of our Honors Convocation list.

Saint Joseph's faculty participate in vertical articulation meetings with the faculty of diocesan feeder schools. We share the successes of our students, brainstorm and plan for smooth curriculum transition for the future. At the end of this year, our 50<sup>th</sup> anniversary, we will invite our feeder school students, parents, faculty, staff and administrators to attend the dedication of our new Fine Arts facility and an open house celebrating the many successes of our students.

## **PART V – CURRICULUM AND INSTRUCTION**

- 1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.**

Saint Joseph’s High School offers a college preparatory curriculum to all students. The curriculum is guided by the Indiana Standards, Indiana Core 40 requirements, the Indiana Academic Honors Diploma requirements, and enhanced by Theological studies. One of the curriculum’s strengths is its ability to address the needs of all students with three course levels: Advanced Placement or Honors, College Preparatory B and College Preparatory A.

The Advanced Placement/Honors courses provide advanced students the opportunity to enhance their education with enrichment and in-depth, rigorous course work. The students have a variety of options to choose from including 10 or 11 Advanced Placement courses and two Advanced College Project courses through Indiana University. The College Preparatory B and A courses both fulfill the requirements necessary for college admission. Courses at the B level provide a traditional curriculum, while A level courses allow students with learning difficulties opportunities to succeed and be prepared for the college experience.

While all students take four years of English, most Saint Joe students complete four years of mathematics and at least three years of science. The science curriculum includes five life science courses and four physical science courses at three academic levels, thereby supporting the individual student’s learning needs and interest. All science courses utilize inquiry and develop scientific process and laboratory skills. The required curriculum in social studies stresses World History, U.S. History, and Government with courses in Economics, World Geography, and the Social Sciences as electives.

The Modern and Classical Language Department offers a comprehensive sequential program in French, German, Spanish and Latin. Students can enroll in four years of any language with French and Spanish offering an Advanced Placement (fifth year) level. Linguistic facility is nurtured as students begin to speak the “target language” as early as possible in their first-year classes. Students are encouraged to continue their language study through the fourth level and AP classes, where they explore great literature and art of their “target cultures”, and use their growing fluency to respond to factual and interpretive questions, and express opinions both orally and in writing as they pursue literacy and artistic analysis.

The Fine Arts Department offers 20 sections of art courses each semester allowing students to develop a well-rounded profile. Students are encouraged to enrich their creativity through experiences in two-dimensional and three-dimensional art: painting, drawing, ceramics, sculpture, media arts, and computer graphics. Our students are encouraged to develop independent projects in a wide variety of media including video and textiles. Two students recently were recipients of Scholastic Art Awards’ Gold Keys in these areas and will have their projects entered in the national competition.

The Business/Technology Department provides an opportunity for students to learn and develop foundation skills for entry-level positions in business and/or college business courses. In addition students are provided with the opportunity to learn and develop foundation skills in the use and application of technology for their personal, educational and business experiences.

Additionally the physical education and health curriculum are structured to address the needs of students today and for life long learning and practice.

**2. (Secondary Schools) Describe in one -half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.**

The English Department curriculum at Saint Joseph's High School is designed to improve communication, which is seen as a two-way process of transmitting and receiving ideas. Through the study of literature, students achieve the awareness necessary to perceive the rich body of truth which literature offers to readers. Since almost 100% of our student body elects to continue education, we offer three levels of study at each grade level, honors, college preparatory B, and college preparatory A, to address current student ability and performance and raise them, increasing student confidence and choice in their preparation. The Developmental Reading class addresses reading comprehension skills individually within various academic content areas, holding students accountable for these skills within increasingly lengthy and complex selections as the academic year progresses. Through writing, speech, and language instruction, students improve their ability to present their own ideas clearly and effectively, and lately we have had at least one recipient of the National Council of Teachers of English Writing Award per year. Our choice of publisher during last year's textbook evaluation process is a significant indicator of our dedication to excellence: 1) Every literary selection is ranked for reading level. 2) Daily planners list the Indiana Standards met and level of thinking (Bloom's Taxonomy) for each text question. 3) The publisher has a student friendly web site providing self-tests, related activities, and more information on each selection. 4) Using the same publisher for all four years assures consistent text format and sequencing of skills. All English classes heighten the students' appreciation of language and its importance in our lives.

**3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.**

The Mathematics Department curriculum is based on the premise that all students need and can take four years of mathematics while in high school. Therefore, there are three levels of curriculum available for the students. Honors courses, including Advanced Placement Calculus AB and BC, are offered for students talented and with a strong interest in mathematics. College Preparatory B courses are for the college bound student who needs a strong four-year program in mathematics, and College Preparatory A for students who need smaller classes and more individual attention in handling mathematical content. Students in the Honors classes cover Algebra 2 the freshman year, Geometry the sophomore year, Pre-calculus the junior year, and AP Calculus the senior year. Students in College Preparatory B classes begin with Algebra 1 and end with either Pre-calculus or Discrete Mathematics and Trigonometry in the fourth year. Students in College Preparatory A classes begin with Algebra 1A (either one year or two depending on the need of the student), and continue with Geometry A and Algebra 2A. Students who complete Algebra 1A in one year can opt to take Algebra 2 and Trigonometry in the senior year. The main goals within all three levels of curriculum involve problem solving, technology, and writing. All students must be able to solve application problems and interpret them. Graphing calculators are required in all classes. Students also receive exposure to PowerPoint presentations with the computer and computer graphics with the TI92 calculator in Geometry. All students must explain their answers to problems verbally in class and also write explanations to questions on most tests in all classes. Finally the department encourages students to explore mathematics beyond the textbook and classroom. Students participate in various outside contests such as the Indiana Mathematics League, IUSB Mathematics Contest, American High School Mathematics Competitions, and the State of Indiana Mathematics Contest. Internet sites are also given to students to help them explore specific topics, especially those assigned for class projects. The Mathematics Department is committed to providing the very best mathematics education possible at the high school level.

**4. Describe in one-half page the different instructional methods the school uses to improve student learning.**

Numerous instructional methods are used to improve student learning. Communicating clearly and holding high expectations for the students is essential. Setting goals for cognitive learning to higher critical thinking skills is important no matter what lesson is being taught or what methods are being employed.

Specific instructional methods used include the following: lecture, large group discussion, small group discussion, peer editing, questioning, project-centered learning, demonstration, problem-based learning, cooperative learning, scientific investigation, portfolio building, role playing, outside speakers, distance learning programs, reading skills for all subject areas, and technology-based instruction.

The teachers and students are part of a learning community. Teaching techniques are based on best practices and the teacher's recognition of what works best for the particular class being taught. Teachers must be flexible, enthusiastic, knowledgeable, and organized to work with students of varying learning styles, personalities, and rates of learning. A combination of auditory, visual, and hands-on techniques is used to build success for our students. The number of Learning Strategies students keeps growing every year. That makes it more important than ever that teaching methods are diverse and effective.

Consequently, our methods must be those which benefit the students while improving instruction. Student success is our goal.

**5. Describe in one-half page the school's professional development program and its impact on improving student achievement.**

The school's professional development program is designed to give teachers the knowledge and the skills they need to improve student achievement. During discussions and research last year, the teachers decided to pursue four student goals: improving reading comprehension skills; demonstrating respect for themselves, for other students, and for school personnel, rules and policies; utilizing technology throughout the curriculum; and devising career and high school course plans.

During the current school year, the use of technology has been emphasized. Individual tutorials to meet specific needs have been given by our technology coordinator to teachers in all departments. In addition, we have had or will have in-service developing teachers' skills in the use of digital cameras, LCD projectors, and PowerPoint; encouraging group projects which use technology, the use of a grading program, assessment of current skills, file management, and so on. In March the focus will be on learning more about distance learning opportunities and Internet research. Faculty development in technology not only increases knowledge, but it also increases an awareness of how technology can impact student improvement.

In May, Dr. Martha Sheridan will conduct an in-service on improving reading across the curriculum. Earlier this year the chair of the North Central Steering Committee also reviewed reading techniques in specific subject areas. Next August we will be presenting classroom management skills in an in-service for both returning and new teachers. Management skills are essential for having our students achieve success. Reading development skills will also be pursued again. Career Day will bring in a variety of speakers, and each department schedules speakers to meet with our students and provide knowledge of skills necessary in the work force.

Throughout the year opportunities for professional development are shared with faculty, participation is encouraged and funding is available. Our faculty attend seminars in their subject area, North Central Conferences, AP Seminars, HASTY for science, Student Services Workshops, and various other conferences throughout the year.



**SAINT JOSEPH'S HIGH SCHOOL TEST RESULTS**

TEST: Indiana Statewide Testing for Educational Progress (ISTEP+)

PUBLISHER: CTB McGraw-Hill

YEAR: 1997

GROUPS EXCLUDED FROM TESTING: None

GRADE LEVEL TESTED: 10

TESTING DATES: September of each school year

TYPE OF TEST: Norm Referenced

INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS (ISTEP+)

DATA INFORMATION	1999-2000	2000-2001	2001-2002
Percent Taking Exam	100%	100%	100%
Verbal: Percent Passing Language Arts			
95 <sup>th</sup> Percentile	91%	92%	91%
State Average	71%	70%	69%
Saint Joseph's High School	93%	93%	95%
Mathematics: Percent Passing Mathematics			
95 <sup>th</sup> Percentile	88%	90%	88%
State Average	65%	68%	66%
Saint Joseph's High School	89%	90%	91%
Total ISTEP+: Percent Passing			
95 <sup>th</sup> Percentile	89.8%	88.8%	88.5%
State Average	67.6%	68.8%	67.4%
Saint Joseph's High School	91%	91.2%	93.2%
Number Tested			
State of Indiana	70429	71041	71145
Indiana Non-Public	4396	4660	4757
Saint Joseph's High School	183	187	185
Mean Score (Indiana): Language Arts	499	506	496
Mean Score (Indiana): Mathematics	501	507	498
Standard Deviation (Indiana): Language Arts	61	54	60
Standard Deviation (Indiana): Mathematics	55	54	56
Number of Schools Tested:			
Public	365	366	368
Non-Public	46	51	50
Total	411	417	418
Rank of Saint Joseph's High School			
Verbal	13/411	16/417	10/418
Mathematics	17/411	20/417	12/418
Percent Rank of Saint Joseph's High School			
Verbal	96.8%	96.2%	97.6%
Mathematics	95.9%	95.2%	97.1%